

Preventing Alcohol Abuse and Dependence

NIAAA Social Work Education Module 3

(revised 7/02)



Outline

- Prevention Frameworks
- Prevention Factors
- Prevention Strategies
- Prevention Examples



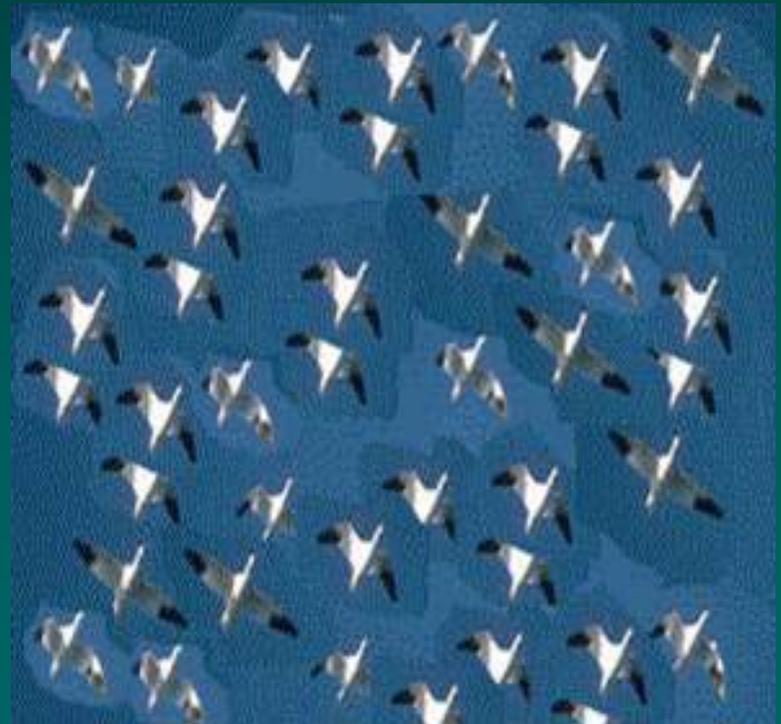
Prevention Frameworks

- What is prevention?
 - Actions that minimize or eliminate conditions known to contribute to a specific condition, problem, illness, or disorder
 - Establishing conditions that enhance opportunities to achieve healthy outcomes
 - Occurs prior to the problem appearing or becoming serious/severe

Frameworks (continued)

Universal-Selective-Indicated Framework

- Universal preventive intervention is:
 - applied to everyone in a population, regardless of risk level
 - benefits outweigh risks/costs for everyone

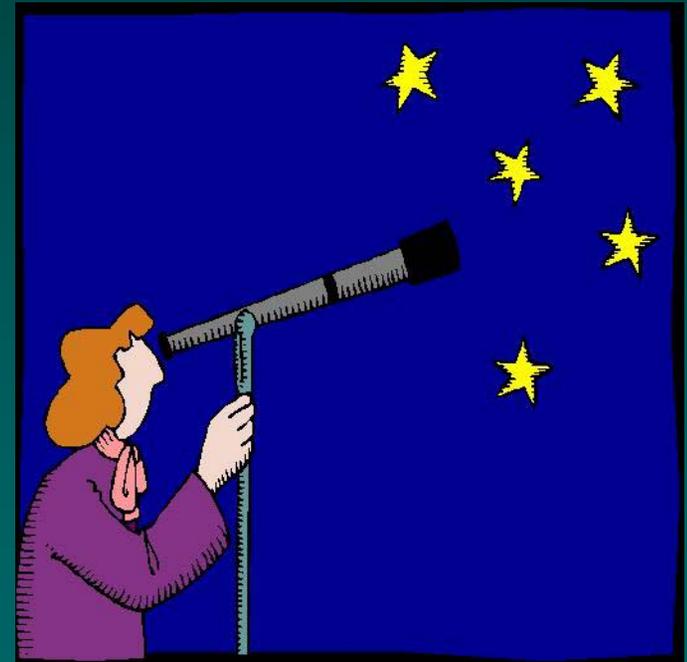


Frameworks (continued)

Universal-Selective-Indicated Framework

Selective prevention is:

- focused on groups whose risk of developing the problem is above average
- higher “risk” level does not mean the problem **WILL** develop



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Frameworks (continued)

- Indicated prevention efforts apply to individuals who:
 - exhibit specific risk factors
or
 - have conditions that identify them as being at risk for development of the problem



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Frameworks (continued)

- Public Health prevention framework:
 - primary,
 - secondary
 - tertiary



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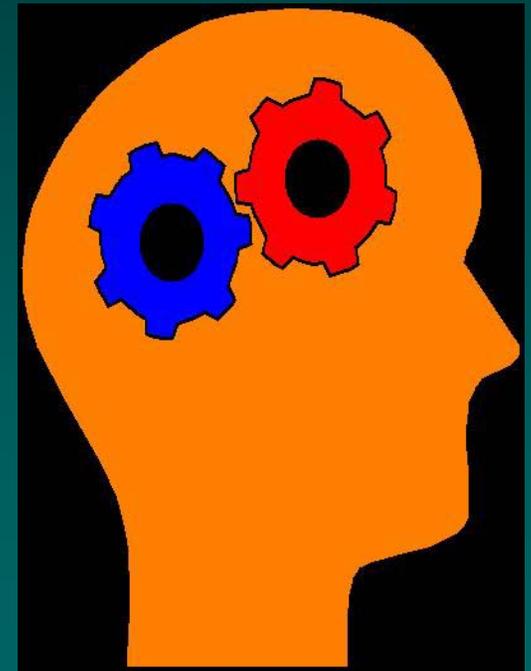
Prevention Factors

- Within each type of prevention, the aim is to reduce the occurrence of new cases
- This is accomplished by:
 - decreasing risk and vulnerability factors
and/or
 - strengthening protective and resilience factors

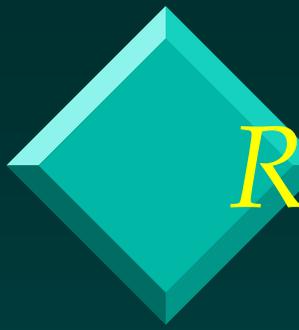


Vulnerability and Resilience

- Full continuum (low to high)
- Factors intrinsic to the individual
- Biology (genetics, constitution, hormonal, disability, etc.)
- Experiences and learning (personal history)
- Behaviors and traits (e.g., personality, temperament, etc.)

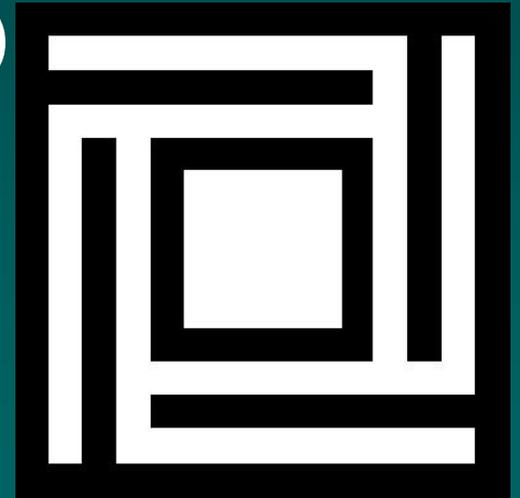


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Risk and Protection

- Full continuum (low to high)
- Extrinsic to individual (environmental contexts):
 - Family and other social institutions
 - Reinforcers/consequences (current)
 - Access to alcohol
 - Programs, policies
 - Resources, access



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Interaction of Factors

		VULNERABILITY	
		<u>Low</u>	<u>High</u>
RISK	<u>Low</u>	I Low Probability	II Moderate Probability
	<u>High</u>	III Moderate Probability	IV High Probability



Review of Research on Factors

Individual and Interpersonal Factors

- Sensation seeking
- Poor impulse control
- Family behavior/attitudes promote alcohol
- Inconsistent parenting/discipline
- Family conflict/low family bonding
- Academic failure/low school commitment
- Rebelliousness
- Early onset of alcohol use

Source: Hawkins et. al., 1992



Research Review (continued)

Contextual & Other Environmental Factors

- Availability of substances
- Economic deprivation
- Poor housing
- Neighborhood disorganization
- Laws/norms favoring alcohol consumption

Source: Hawkins et. al, 1992



Prevention Strategies

- Shift groups from a higher probability of alcohol use disorders toward a lower probability. Utilize a combination of efforts to:
 1. Increase protective factors
 2. Decrease risk factors
 3. Increase resilience factors
 4. Decrease vulnerability factors



Prevention Strategies (continued)

Six domains for organizing alcohol prevention effort (SAMSHA, 2001):

Individual

School

Family

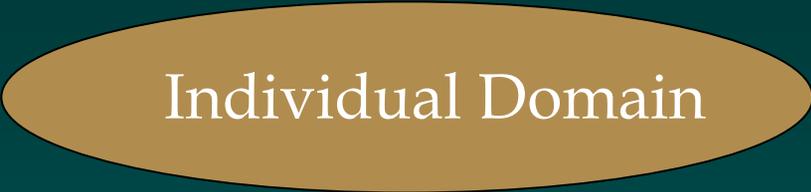
Community

Peer

Society/Environments



Prevention Strategies (continued)



Individual Domain

- Build social and personal skills
- Design culturally sensitive interventions
- Provide alternatives for youth in high risk contexts
- Recognize relationships between substance use and other health/mental health problems



Prevention Strategies (continued)



Family Domain

- Target entire family system
- Develop bonds between and within families
- Ensure cultural sensitivity
- Respond to “isms”
- Develop parenting skills; train parents
- Offer practice opportunities
- Promote family communication



Prevention Strategies (continued)



Per Domain

- Structure alternative supervised activities
- Add social and personal skills building opportunities
- Offer alternative intensive programs
- Communicate peer norms against alcohol
- Involve youth in program development
- Involve youth in interventions



Prevention Strategies (continued)



School Domain

- Correct prevalence misconceptions
- Provide skills practice opportunities
- Use booster sessions to retain skills
- Involve parents
- Communicate commitment to prevention
- Control school environment and other areas



Prevention Strategies (continued)



Community Domain

- Develop integrated, comprehensive interventions
- Community service
- Perform benefit/cost analyses (employers)
- Coalition building and maintenance
- Assign goals, tasks, and responsibilities
- Organize alcohol-free events
- Support a range of prevention activities
- Organize at the neighborhood level



Prevention Strategies (continued)



Society/Environmental Domain

- Media efforts
- Beverage server training and liability
- Increase cost through excise taxes
- Limit retail alcohol outlets
- Enforce minimum age laws and other policies
- Feedback to merchants
- Enact/enforce impaired operations deterrence laws

Moving from Strategies to Programs

- Target underlying contributing factors
- Consult literature
- Assess strengths, barriers, resources
- Develop and implement program
- Evaluate intervention

(Source: CSAP, 1995)





Examples of Prevention Programs

- **Life Skills Training**
- **Seventh Generation Program**
- **Project Northland**
- **Communities Mobilizing for Change**
- **Community Trials Project**



Program Examples

- Life Skills Training
 - Universal strategy
 - Youth-targeted
 - Cognitive behavioral psycho-educational approach
 - 15 sessions to teach general personal and social skills; how to resist social influences
 - Focus on problem solving, decision-making, self-awareness, effective communication, assertiveness, and stress reduction



Program Examples (continued)

- **Seventh Generation Program**

- Selective (urban American Indian youth, grades 4-7)
- 13 week after-school program plus 5 week booster
- Grounded within American Indian culture
- Corrects inaccurate stereotypes of Indian drinking
- Enhances personal and cultural values of non-use
- Enhances self-esteem and Indian identity
- Focuses on decision making and refusal skills
- Encourages meaningful commitment to not use



Program Examples (continued)

- **Project Northland**
 - Selective (6th-8th grade, parents, community)
 - Resistance skills training with homework that involved the parents
 - Peer-directed alcohol-free activities
 - Student-developed anti-alcohol plays performed for parents
 - Newsletters to parents
 - Community organization efforts to develop policies regarding under-age drinking



Program Examples (continued)

- **Communities Mobilizing for Change**
 - Universal (change community and policies to reduce youth access to alcohol)
 - Responsible beverage server training
 - Shortened hours for alcohol sales
 - Citizen monitoring of alcohol outlets
 - Use of police decoys who appeared to be underage
 - Educational programs for youth and adults



Program Examples (continued)

- **Community Trials Project**
 - Universal (reducing alcohol-related injury)
 - Knowledge, values, and mobilization
 - Responsible beverage service practices
 - Reduction of underage drinking
 - Increasing the “costs” of drinking and driving
 - Reducing access to alcohol (controlling outlet density and location)



Conclusions

- **Social work prevention activities:**
 1. Provide information
 2. Promote awareness and self-efficacy
 3. Provide skills building
 4. Provide healthy alternatives
 5. Change norms
 6. Foster community collaboration

(Source: Bush, 2000)